

CHAPTER III

RESEARCH METHOD

This chapter describes the procedures of finding the answers to the research problems. It covers research design, data and source of data, research instrument, data collection, and data analysis.

3.1 Research Design

In conducting a research, there are several steps to be done, which is called research design. It is in line with Bungin (2005, p. 84), who stated that research design is all process that is needed in conducting the research. The process of the research is systematic and based on the approach that is used. In this research, the writer applied quantitative approach. It is used to investigate the research problem by collecting numerical data with the help of instruments (Creswell, 2012, p. 13).

The numerical data was expected to be the answer as to find the correlation between two variables of the research, so the writer chose one suitable method which was correlation method.

Correlation method can also be called as correlation study. According to Arikunto (2006, p. 270), correlation study aims at finding out whether there is a correlation between two variables or not. Andrianto (cited in Rokhmawati, 2013, p. 29) explained that the characteristics of correlation study are 1) it relates two or

more variables, and 2) it is quantitative. The variables which were investigated in this research were the students' intercultural sensitivity as the independent variable and the students' motivation in learning foreign languages as the dependent variable. Those were investigated based on the one-way relationship research model. It means that it only investigated how the intercultural sensitivity affected the level of motivation in learning foreign languages without considering any result in vice versa. The model of one-way relationship is shown in Figure 3.1 below:



Figure 3.1 One-way Relationship Model

In addition, the two research variables were computed with correlation coefficient. The use of correlation coefficient aims at measuring or predicting the percentage of the variance of one variable from another variable (Latief, 2014, p. 118).

3.2 Data and Source of Data

Data is an important thing which is needed by the writer to answer the research problems. Arikunto (cited in Rokhmawati, 2013, p. 31) stated that data is all information that is obtained by the writer, either as a fact or numbers. In this

study, the writer got the data which showed the extent of the students' intercultural sensitivity and motivation in learning foreign languages. Those data were obtained from the questionnaires that were distributed to the students.

In this research, there were subjects whom the writer took the data from. The subjects were the source of data. Based on Arikunto (cited in Hidayah, 2014, p. 31), there are three classifications of source of data which are person, place, and paper. The sources of data of this research were the first-semester students of Faculty of Cultural Studies who are majoring in English Literature, Japanese Literature, French Literature, Chinese Literature, English Language Education, and Japanese Language Education program. They filled in two questionnaires to help the writer in obtaining quantitative data.

3.3 Research Procedures

The research procedures were divided into five major steps. The first step was preparation where the writer was preparing questionnaires as well as making the schedule for collecting the data. After the preparation, the writer determined the respondents and gathered them in a place and time based on the set schedule. Then, the questionnaires were distributed to the students as it was a part of collecting the data. The writer collected the data of the students' intercultural sensitivity and the students' motivation of learning foreign languages. After that, the collected data from the two questionnaires were scored. The next step was analyzing the data by using SPSS. Finally, the result of the correlation between

the students' intercultural sensitivity and the students' motivation in learning foreign languages was obtained. The Figure 3.2 below shows the procedures of the research.

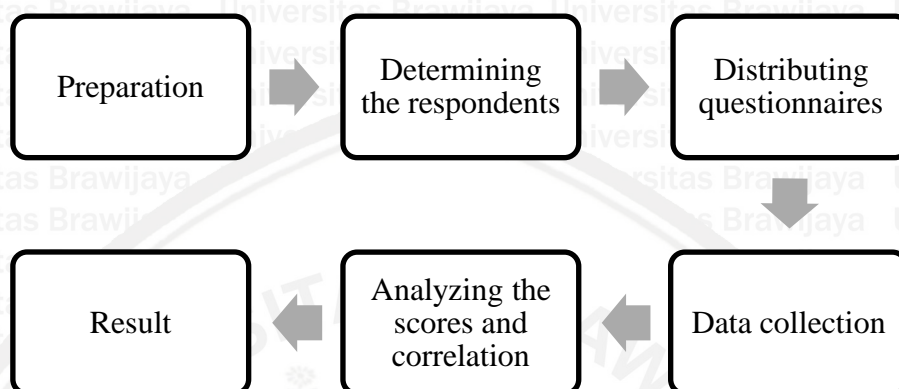


Figure 3.2 Research Procedures

3.4 Research Instrument

The writer used a tool in order to collect the data of the research, which is called as research instrument. The selection of research instrument should be based on the research purpose and the research variables that will be measured (Mertens, 2010, p. 361). Since the purposes of this research are to investigate the students' intercultural sensitivity, the students' motivation in learning foreign languages, and the correlation between them, so the proper instrument used was a questionnaire. A questionnaire contains a systematic list of questions to be distributed and filled by the respondents (Bungin 2005, p. 133). There were two close-ended questionnaires that were used in this research, namely Intercultural

Sensitivity Scale (see appendix 3) and Attitude/Motivation Test Battery (AMTB) (see appendix 4).

Intercultural Sensitivity Scale which was used to measure the students' intercultural sensitivity in this research was adapted from Chen and Starosta's. It was developed in 2002. There are 24 items in the questionnaire. Those items are in the form of statements and based on five dimensions of intercultural sensitivity which are *interaction engagement*, *respect for cultural differences*, *interaction confidence*, *interaction enjoyment*, and *interaction attentiveness*. In addition, the questionnaire has two types of statement which are positive statement as in the item number 1, 3, 5, 6, 8, 10, 13, 14, 16, 17, 19, 21, 23, 24 and negative statement as in the item number 2, 4, 7, 9, 11, 12, 15, 18, 20, 22. The detail theoretical framework of Intercultural Sensitivity Scale can be seen in appendix 1.

The original version of the Intercultural Sensitivity Scale is in English. As a part of the adaptation, the writer made it translated into Bahasa Indonesia. It was due to the concern that the respondents were all Indonesians. Additionally, not all of them are majoring in English program, so the Indonesian version of the questionnaire helped them to fill it in easily and avoid the misunderstanding. The translation was done by the writer because he is studying in an English program and considered to be capable in translating it. The Indonesian version of the questionnaire was validated by Mr. Wahyu Widodo, M.Hum who is a lecturer at Faculty of Cultural Studies Universitas Brawijaya. He is an expert in Indonesian language, linguistics, and cultural studies. He has published his work in several

journals, proceedings, and book chapters as well as popular articles in online mass media. Some of his work entitle “Obstacle in Javanese Language Policy and Planning” in 2017, “Javanese Incantatory Poetry: Linguistic Element and Efficacy” in 2012, and “Discourse Analysis of Javanese Mantra: In-depth Study on Kidung Rumeksa ing Wengi: Lexical and Grammatical Aspects” in 2011.

The validation process resulted that there was no item in the questionnaire that needed to be omitted. From 24 items, the validator found that 14 items were fine, 5 items were suggested to be changed in terms of the word choices, and 5 items needed to be structurally revised. It was validated by the validator that the questionnaire could be used with a minor revision (see appendix 2). After validating the questionnaire, the writer did a try-out by distributing the questionnaire to 10 students from six foreign language programs of Faculty of Cultural Studies Universitas Brawijaya. Based on the result of the try-out obtained from the statistical computation, the questionnaire was considered valid and appropriate to be used in collecting the real data.

To measure the students’ motivation in learning foreign languages, the writer used the Attitude/Motivation Test Battery (AMTB) which was adopted from Rokhman (2016) as a result of Gardner’s (2004) adaptation. The Gardner’s original version of AMTB consists of 104 items. In Rokhman’s research, the questionnaire of AMTB was modified. The items were chosen and specified based on the types of foreign language learning motivation that she wanted to investigate. There were only 16 items that focused on two categories of learning

motivation which were 8 items for instrumental motivation and 8 items for integrative motivation (see appendix 1). All of the statements in the questionnaire are positive. The modification which was done by Rokhman fits the writer's present study. It is because the two kinds of motivation shown in the questionnaire are related to foreign language learning motivation that the writer also wants to find out in this study. Therefore, it was simply adopted. However, the writer did a minor alteration in terms of the language used which was from English into Bahasa Indonesia. It was to make the research subjects who were the foreign language students understand the statements well.

Since the writer wanted to know the extent regarding the students' intercultural sensitivity and motivation in learning foreign languages, there was a use of Likert Scale in the questionnaires. Sugiyono (2015, p. 53) stated that Likert Scale is a corresponding distance in the measurement of attitudes, motivation, opinion, and perception of someone of a group of people about social phenomenon. The scales which was used for the answers of each item were *sangat setuju* (SS)/strongly agree, *setuju* (S)/agree, *ragu-ragu* (R)/uncertain, *tidak setuju* (TS)/disagree, and *sangat tidak setuju* (STS)/strongly disagree. Each had its own numerical value for the sake of the statistical computation needed in this study. For the positive statement provided, STS had the lowest score (1) as the SS had the highest one (5). Thus, a contrary scoring system was applied to the negative statement.

Based on the obtained scores, the writer classified the respondents regarding their level of intercultural sensitivity and motivation in learning foreign languages into three categories which are low, medium, and high. In determining the interval of the score scale, the writer used the formula of:

$$\text{Interval} = \frac{\text{Range (Possible Highest Score - Possible Lowest Score)}}{\text{Number of Level Categories}}$$

It is resulted that the interval of intercultural sensitivity score scale is 32, while the interval of motivation score scale is 21.3. The detail scale for the levels of intercultural sensitivity and motivation in learning foreign languages is presented in Table 3.1 below:

Table 3.1 Scale for the Levels of Intercultural Sensitivity and Motivation in Learning Foreign Languages

Levels	Score Scale	
	Intercultural Sensitivity	Motivation
Low	24 – 56	16 – 37.3
Medium	57 – 88	37.4 – 58.6
High	89 – 120	58.7 – 80

3.5 Data Collection

Data collection is the process of obtaining the necessary data that has a systematic and standardized procedure (Tanzeh, 2011, p. 193). In this research, the method of collecting was done by distributing the two questionnaires which

were Intercultural Sensitivity Scale and Attitude/Motivation Test Battery (AMTB). Before distributing the questionnaires, the writer asked the lecturers for permission for taking his or her time to collect the data in the class. Once it was permitted, the writer did preparation regarding the questionnaires. The questionnaires distribution was done when the students were having a class as the writer will schedule. It took 15 to 20 minutes for the students to fill in the questionnaires. There were six foreign language programs at Faculty of Cultural Studies Universitas Brawijaya, namely English Literature, Japanese Literature, French Literature, Chinese Literature, English Language Education, and Japanese Language Education. Each of them was represented by one class consisting of 20 students. It made up six classes of 120 students. The students of the six programs have similarity. They were all first-semester students. Moreover, they all learn the language as a foreign language as their major of study, so it made them become proper respondents for the data collection. After obtaining all the data, it was analyzed to get the result.

3.6 Data Analysis

After collecting the data, the writer analyzed, examined, and concluded the result of the research by using these following steps:

1. The writer analyzed the scores of the students' intercultural sensitivity obtained from the Intercultural Sensitivity Scale to answer the first research problem.

2. Then, the writer examined the scores of the students' motivation in learning foreign languages attained from the Attitude/Motivation Test Battery (AMTB) to answer the second research problem.
3. After that, the writer did the correlation analysis by putting the scores into Statistical Package for the Social Sciences (SPSS). It is a computer software that was presented for the introductory statistics and research methods courses (Kirkpatrick and Feeney, 2016, p. 2). Since the writer wanted to know the correlation between two variables, Pearson Product Moment Correlation formula was used.
4. Finally, the writer interpreted the result that was gained from SPSS and drew a conclusion that was related to the problem of the study.

3.7 Validity of the Study

This study was conducted based on the reliable theories and previous studies. The highlighted theories were supported by several experts. The major theories of intercultural sensitivity were acquired from Chen and Starosta (1997 & 2000) while Gardner (1985), Elliott (2000), and Dörnyei (2011) became the experts whose the motivation theories were primarily used by the writer.

The writer used two kinds of questionnaire as the research instruments which were Intercultural Sensitivity Scale from Chen and Starosta (2002) and Attitude/Motivation Test Battery (AMTB) from Gardner (2004). Those questionnaires were adapted and adjusted based on the needs of the present study.

They were translated into Bahasa Indonesia and modified in terms of the items.

To make the questionnaires valid, the validation process was done with the help of experts. After that, the writer did a try-out regarding the questionnaires which its result was checked in terms of the validity and reliability by using one sample t-test and reliability analysis in SPSS. The results of validity and reliability test of the two questionnaires are presented in Table 3.2 and Table 3.3 below:

Table 3.2 Validity and Reliability Test of Intercultural Sensitivity Questionnaire

One-Sample Statistics						
	N	Mean	Std. Deviation	Std. Error Mean		
VAR00001	10	3.8792	.22348	.07067		

One-Sample Test						
	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
VAR00001	54.891	9	.000	3.87917	3.7193	4.0390

Reliability Statistics	
Cronbach's Alpha	N of Items
.648	24

Table 3.3 Validity and Reliability Test of Motivation Questionnaire

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
VAR00001	10	4.3250	.33177	.10491

One-Sample Test

	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
VAR00001	41.224	9	.000	4.32500	4.0877	4.5623

Reliability Statistics

Cronbach's Alpha	N of Items
.784	16

It is shown in Table 3.2 that the Std. Error Mean of the intercultural sensitivity questionnaire is 0.07067, while for the motivation questionnaire is 0.1049 as it is shown in Table 3.3. Those numbers are under 0.5, so the questionnaires were valid. In addition, it can be seen in Table 3.2 that the result of reliability statistics with Cronbach's Alpha of the intercultural sensitivity questionnaire is 0.648, while for the motivation questionnaire is 0.748 as it is displayed in Table 3.3. It means that both questionnaires were reliable because the numbers are above 0.6. Therefore, the two questionnaires were considered valid, reliable, and appropriate to be used to collect the real data.

In writing this undergraduate thesis, the writer followed the rules as shown in the undergraduate thesis writing guidelines (*Buku Pedoman Penulisan Skripsi*) 2018. The guideline was published by Faculty of Cultural Studies Universitas Brawijaya. Thus, this undergraduate thesis was written it a proper way.